

Jumping Jacks

Inspection report for early years provision

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Inspector Lynn Clements

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Jumping Jacks Pre School opened in 1997. The group operates in the County Guide Headquarters building, in the rural village of Cottered. The building is single storey, providing access to a main hall, three classrooms, toilets, nappy changing area, kitchen and enclosed outside play area. Ramp access is in place if required. The pre-school is registered to care for a maximum of 32 children at any one time. The setting is registered on the Early Years Childcare Register. There are currently 28 children on roll, of whom, 15 are in receipt of early education funding.

Children attend for a variety of sessions each week. The Group opens five days a week during school term times. Sessions last from 9.15am to 1.00pm, five days a week and on Tuesday and Thursday additional afternoon sessions are available; these run from 1.00pm until 2.45pm. Children attending come from the local area and further afield.

Six staff work with the children. Three hold appropriate child care qualifications with one currently working towards an National Vocational Qualification Level 3. The setting receives support from the local authority and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff successfully promote children's welfare and learning as they have a well-developed knowledge of each child's needs. Children are safe and enjoy learning about their local environment and the wider world around them. The partnerships with parents, carers, local schools, the village and other agencies are a key strength and are significant in making sure that the needs of all children are met well, along with any additional support needs. This ensures that all children progress extremely well given their age, ability and starting points. Reflective practice by the provider, manager and staff makes sure that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure fresh drinking water is available at all times (Safeguarding and promoting children's welfare) 09/12/2009
- ensure children's hours of attendance are clearly recorded in daily registers (Documentation). 09/12/2009

To further improve the early years provision the registered person should:

- re-appraise risk assessments to ensure they clearly cover anything with which a child may come into contact; this is with particular regard to alarmed fire doors, access to the rear of the building whilst playing on the top field, berries on trees overhanging the outside play area and broken resources, such as the play house window.

The effectiveness of leadership and management of the early years provision

Robust steps are taken to safeguard children, including vetting procedures for all members of staff who work with them. These procedures are regularly reviewed, carefully managed, and understood by all staff in order that children remain protected from harm. The environment is conducive to learning, safe and supportive. Children are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe. Clear measures to protect children's safety are taken, although these are not consistently reflected in the setting's risk assessments, for example, there is no mention of the measures which are taken when using the top playing field to prevent children accessing the rear of the building, whether the over hanging berries pose a risk, how children are prevented from leaving the setting unescorted or clearly identifying unexpected hazards.

All policies and procedures required by legislation are in place. These are regularly reviewed and shared with parents and carers. Registration forms are completed prior to placement and staff are careful to meet children's health and dietary needs and respect parental or carer wishes. Daily registers are in place, although these do not clearly include children's hours of attendance. The provider, manager and staff reflect on practice, holding staff meetings, completing self-evaluation forms and taking part in quality assurance schemes. Evaluation of practice clearly identifies strengths and priorities for development. Monitoring and analysis of these are appropriately rigorous.

The setting has a highly positive relationship with parents and carers. Parents and carers are involved in key matters affecting the setting and are fully encouraged to participate and share observations relating to their children's early learning. The setting provides parents and carers with clear information about the Early Years Foundation Stage and how children's learning can be supported across different areas. Strong levels of engagement result in a setting which listens and actively takes on board views and suggestions in order to enhance the environment and improve outcomes for the children. In addition, staff are highly committed to working in partnership with others and establish effective working relationships. For example, with childminders, feeder primary schools and other agencies, such as speech and language therapists. These well-established channels of communication between all partners involved with individual children successfully promotes their learning, development and welfare.

Staff identify a child's need to additional support as early as possible; they share information and records where appropriate to ensure that each child receives the

support they need. Staff have a good knowledge of each child's background and help children to understand and learn about the society in which they live. Negative behaviour is challenged and there is no bias in staff practice in relation to gender, race or disability.

The quality and standards of the early years provision and outcomes for children

The excellent organisation of the educational programmes reflects varied and imaginative experiences that meet the needs of all children. Quality observations and assessments are rigorous and the information gained is used effectively to guide planning. Spontaneous activities are also recognised and fully supported by members of staff. This approach ensures that all children make very good progress, given their age, ability and starting points. Teaching methods are rooted in excellent knowledge of the learning and development requirements and a full understanding of how young children learn and progress. Staff ensure that they work closely with parents, carers and others to build on what the children know and can do, helping them to develop positive dispositions and attitudes towards their learning and embed skills for the future.

Staff demonstrate a sensitive and skilled approach in their management of children and their behaviour. Relationships are warm and effective. Children are encouraged at every step to develop their independence and take responsibility with regard to turn taking and sharing. They learn about the wider world and cultural differences. Praise and encouragement are used by both members of staff and the children. The positive focus is a strength of this setting.

Children show a strong sense of belonging in the setting and all appear happy and settled. Child-height storage enables children to be fully involved in extending their learning at their own pace. They confidently take the initiative whilst playing, as well as collaborating and cooperating with their peers. For example, children engage in role play, discuss roles within their game, developing their ideas with each other, based on real or imagined experiences, for instance, organising a make-believe picnic or taking their 'babies' for a walk. Other children engage in small world play build and organise road tracks with each other. Children use language for communication. They enjoy stories and joining in repeated refrains or concentrate in small groups, using the pictures as clues to the story line. Children develop their problem solving skills as they work out that one end of the magnet attracts whilst the other repels. They sing and dance and use a wide variety of creative media, constructing three dimensional models of caterpillars and flying bees or making their marks as they crayon and paint freely. Progress towards the six areas of learning is extremely good and is supported by knowledgeable staff.

Children know what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts. As they play, they recognise and talk about dangers and how to keep themselves safe. For example, using scissors with care. Children show a good awareness about what constitutes a healthy lifestyle. They adopt very good personal hygiene routines and understand the importance of healthy eating. Children engage in a wide range of

physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle, although access to drinking water currently relies on children asking and staff monitoring their hydration. All children are able to rest or be active according to their individual needs.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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